FOLLOW THE READER
FOLLOW THE READER
1974
SLP

FOLLOW THE READER

A Manual for Florida's 1974 Summer Reading Program

by

Betty Davis Miller
Youth Services Consultant

Department of State
Division of Library Services
Tallahassee, Florida

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A Summer Reading Program is simply this:

Our concentrated efforts for a short period of time

(1) To STIMULATE the minds and hearts of children so that they may understand and explore the many worlds of reality and ideas that sometimes lie outside of their experience, but that are captured and recorded in a variety of media in our libraries.

(2) To ENTICE children with a combination of familiarity and newness to feel and think more deeply.

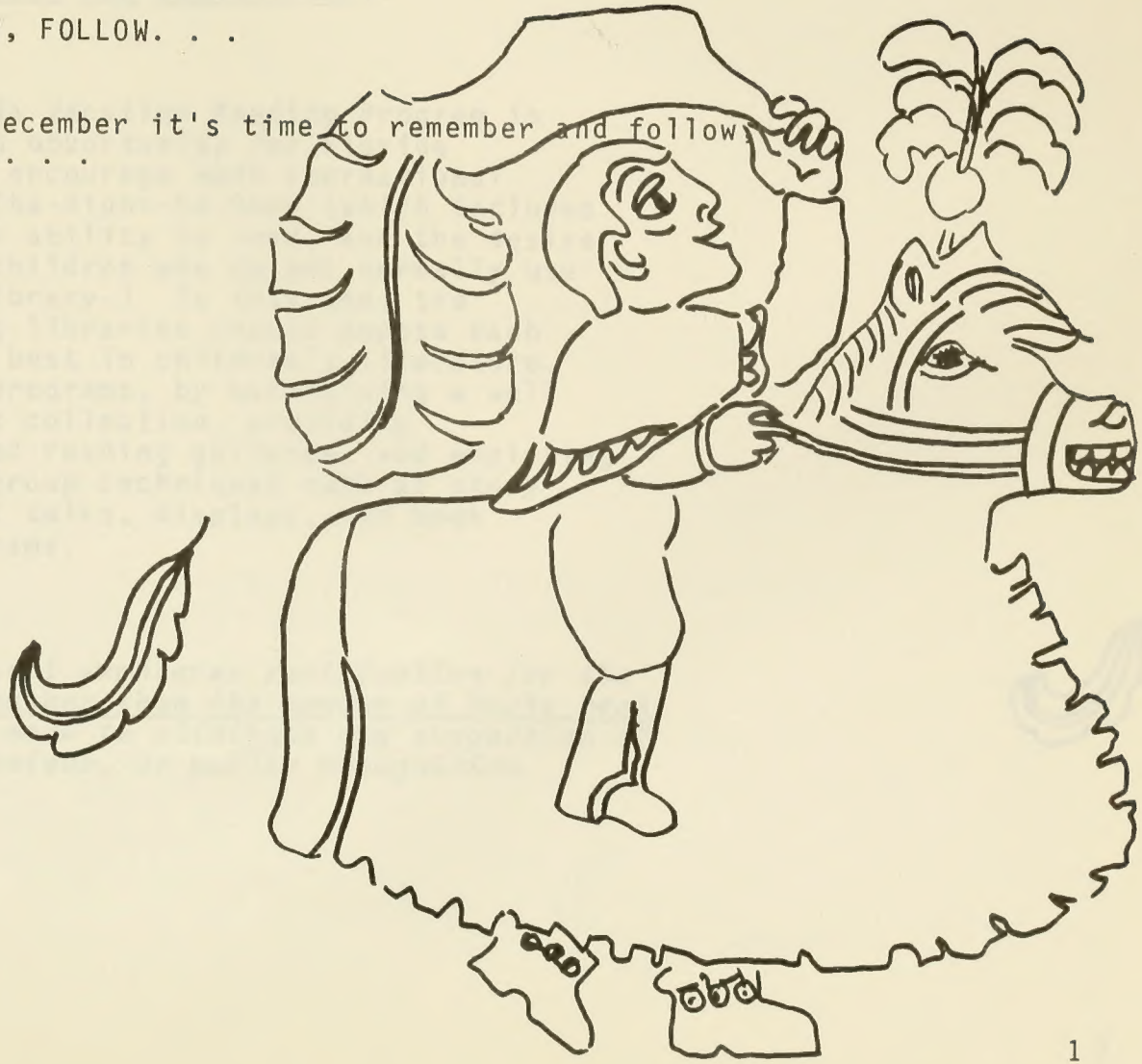
(3) To INTRODUCE them to each other, and to new people who can stretch and enrich their lives.

On second thought, that's not simple at all.

I. Very Important Introduction

FOLLOW, FOLLOW, FOLLOW. . .

Deep in December it's time to remember and follow, follow, follow. . .



In September, 1973, our Statewide Planning Council agreed upon the following statement of philosophy for Florida's Summer Reading Program.

PLEASE READ CAREFULLY AND THOUGHTFULLY.

The Florida Vacation Reading Program is to provide an opportunity for Florida libraries to encourage both recreational reading and The-Right-to-Read (which includes improving the ability to read, and the desire to learn of children who do not normally use the public library.) To this end, the participating libraries should expose each child to the best in children's literature, by outreach programs, by maintaining a well selected book collection, providing individualized reading guidance, and employing stimulating group techniques such as story telling, book talks, displays, and book related programs.

The program will emphasize satisfaction for the individual child rather than the number of books read. Efforts should be made to eliminate any suggestion of competitiveness, prizes, or public recognition.

STATE PLANNING COMMITTEE

Anne Boegen	-	Coordinator, Children's Services Miami-Dade Public Library System
Willye Dennis	-	Coordinator, Children's Services Jacksonville Public Library System
Harriet Fuller	-	Coordinator, Children's Services Tampa-Hillsborough County Public Library System
Mary Ann Hensarling	-	Children's Librarian Leon-Jefferson-Wakulla County Library System
Martha Irwin	-	Coordinator, Children's Services St. Petersburg Public Library
Carolyn Peterson	-	Coordinator, Children's Services Orlando Public Library
Grace Rayfuse	-	Coordinator, Children's Services Fort Lauderdale Public Library

PLANNING

II. PLANNING

The Vacation or Summer Reading Program is open to all Florida children through their participating public libraries.

To help with your planning, the State Library is providing Publicity Materials, This Manual, and Creative Programming Workshops.

The Materials: Posters - To be displayed all over town.

Bookmarks with blank reverse side for your own library information - to be used prior to program as school publicity, as well as bookmarks during program.

Achievement Certificates which should be given at the end of the program as a symbol of participation.

Reading Records - Each child will have his own Reading Record folder. The library may decide whether to keep it on file or let the child be responsible. When one reading record is filled, he may have another. If you exhaust your supply, reorder. We have extra folders on hand.

Buttons - To be given out as a badge of membership.

Stamps - We did not order stamps this year, but if you have your stamps from "Take A Giant Step," they will do beautifully.

GENERAL PRINCIPLES:

1. As children add book titles to their Reading Records (or other media titles), the librarian should make an effort to talk with readers about books - conversationally - not in the spirit of "checking-up" or a required report.

2. If a child moves to any other Florida town where the library is participating in the Summer Reading Program, he may take his Reading Record and continue the program.

SETTING THE DATES:

Decide when you will begin and end.

The sooner you can begin after school is out, the more you can capitalize on your advance school publicity.

Remember that most children go and come during the summer, and that there are other planned activities for them in the community.

A planning calender before you begin will be helpful. When will you put up posters? Call the school principal? Schedule visits to school? What days will you have story hours, film programs? What are the local papers' deadlines?

OTHER THINGS TO CONSIDER:

Registration:

Where will registration take place? Do you need extra pencils or other supplies? What do you want to know besides their names? Who will take charge of registration - volunteers? What will they do?

Program:

Will you need any unusual supplies for program activities? Get them ahead of time to avoid last minute disappointments.

HERE ARE SOME MORE QUESTIONS TO ASK AND ANSWER BEFORE YOU BEGIN.

If the children in this community are my target:

Where will the children be?

Summer school
Day camp
Recreation centers
Neighborhood playgrounds
Day care centers
Library
Loose in the neighborhood

How old will they be?

Can they get to the program?

Should we go to them?

Collections of books (paperbacks are cheaper) in day care centers, recreation centers, etc.
Street corner bookcart
Program from the bookmobile
Neighborhood storyteller

Could I enlist the help of junior and senior high students? (Don't forget the boys.)

How can I enlist the help of other adults?

Can I have a workshop on storytelling techniques for these volunteers? Then set up a summer schedule for the storyteller at day camps, playgrounds, nursery schools.

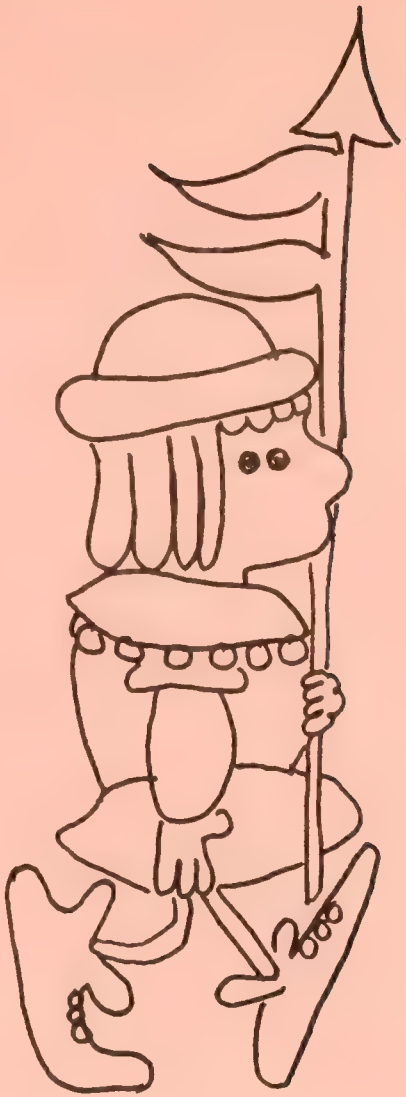
Will the time invested in training these groups pay off in number of children reached? (You certainly couldn't do it all yourself.)

Could you then use people out of your first trained groups to train others?

How can I best spread the word about what's going to be happening this summer?

Who can help?
When do I start? Early.
What do I want to say?

PLEASE READ FINAL EVALUATION BEFORE YOU BEGIN.



PUBLICITY

III. PUBLICITY

Let your enthusiasm show. Start with your own library. You know what's going on, and when. Alert the staff--they'll help spread the good news. Don't forget your friends either.

Schools

You will want to visit the schools in your areas to tell the children about the Summer Reading Program, to explain some of the things you plan to do, to talk about books and such. At the end of this section there is a pattern for a "Reader" puppet and a short skit which you may want to use in your presentation. Or you might enlist the help of students as was done in another state. A 7th grade English class prepared a ten minute slide-tape show, using themselves as actors and narrators, for use by the public library in advertising the Summer Reading Program.

Posters

Display your posters wherever you think you will reach children or their parents--shopping centers, recreation centers, libraries. . .

Bookmarks

Let the bookmarks publicize the program. Use them generously in advance. Don't save them back for the children who are participating. They will know about the program.

Get some of the bookmarks to the leaders of scouts, P.T.A., Chamber of Commerce, churches, garden clubs, home demonstration groups, etc.

You might consider having them inserted in end of the year report cards.

Newspapers

Of course, you will want a news announcement of the start of your program giving dates, hours and all such pertinent information, but you might go further and enlist the help of your feature editor for the length of your program and run a weekly column called FOLLOW THE READER.

Each week you could have a listing from a branch, or playground, community center or the main library naming books that children have read.

For example:

This week, June 24-June 30, Cathy Jackson read The Mystery of the Haunted Pool, "I loved it." Tommy Jones read Birdy Jones and the New York Heads, "a real adventure story." Johnny Smith read Mental Magic Tricks. "It's neat." Cindy Schwartz read Little House in the Big Woods. "It's my favorite book."

OR

Take a weekly picture for the newspaper of Readers with their book following each other.

Do a little staging. Publicize the date, e.g., "Every Tuesday newspaper pictures will be taken of Follow the Reader." Children love to have their pictures and names in the paper.

If you can have a weekly feature, that's great, but in any event, publicize such things as:

- Special programs, guest speakers, story hours
- Distinctive displays
- Most popular books
- Be alert for human interest and spontaneous excitement incidents that may prove to be news worthy.

Miscellaneous Local Agencies

A telephone call or a personal letter to your community leaders may pay large dividends.

Some groups publish their own newsletters. Send them information about FOLLOW THE READER.

Television and Radio

Some of your local radio station producers will help you write spot announcements and present them as a public service.

If you could establish some time consistency for the spots, that would be better. Such as, "Listen to Follow the Reader everyday at noon," or "at ten, two and four." At that time, you could have a one minute tape of a different child everyday talking about his book or filmstrip or record. You could do a week's worth of tapes while you're checking materials in, by simply asking a child to talk about his book. Or take the recorder to your outposts. This is a splendid chance to give a sense of importance, and pay attention to children hungry for recognition.

We are planning a one minute TV spot produced by the State Library advertising this year's program. Watch the Orange Seed for release dates and ordering information.

Who Can Help You?

This is a good place for a high school assistant--use their imagination.

Talk to adult civic groups. Tell them what the Summer Reading Program is trying to do and ask them to help. If there is some place you can use a volunteer, ask for specific tasks and times. (They may be able to check in materials and talk to the children about them. Could they help with displays? Maybe some could take pictures.)

Script For Use In Publicity Programs For

FOLLOW THE READER

STARRING

Reader Puppet

AND

The Librarian of the Week

LIBRARIAN: And now, before I go, I'd like to introduce you to our friend Reader. Reader, where are you? *(Get puppet from box, behind table or wherever.)* There you are. What do you have to say for yourself.

READER: Summer is coming. Summer is coming. I know it, I know it, I know it.

LIBRARIAN: Yes! Sooooo?

READER: So--What a wonderful bird the frog are--
When he stand, he sit almost;
When he hop, he fly almost.
He ain't got no sense hardly;
He ain't got no tail hardly, either.
When he sit, he sit on what he ain't got almost.

LIBRARIAN: Silly! Where'd you learn that?

READER: *(Sing to tune of Good King Wenceslas)*
Good King Wenceslas looked out
On a cabbage garden:
He bumped into a brussels sprout
And said, "I beg your pardon."

LIBRARIAN: Oh, what nonsense!

READER: That's where I learned it.

LIBRARIAN: What?

READER: Oh, What Nonsense! That's the name of the book. Here's another one:
Pick up a stick up,
A stick up now pick;
Let me hear you say that
Nine times, quick!

LIBRARIAN: O.K.! Come on, class, help me--Pick up a stick up, A stick up now pick; *(Each time librarian gets faster, librarian holds up fingers for each time rhyme is said) -- finally stops, maybe before ninth time, laughing, and says,* Oh, What Nonsense!

READER: Oh, have you read it, too? Say have you heard this? A nickle and a dime were sitting on a fence and the nickle fell off. Why didn't the dime fall off?

LIBRARIAN: I don't know. Why didn't the dime fall off?

READER: It had more cents. *(laughs)* Here's one. When did the Irish potato change its nationality?

LIBRARIAN: When?

READER: When it became French fried.

LIBRARIAN: I suppose you read those in a book, too?

READER: Sure, how'd you like the way I told them?

LIBRARIAN: Very funny.

READER: There, you see. You can learn anything from a book. It's called Jokes, and How to Tell Them.

LIBRARIAN: Well, Reader, I'll follow you. What are you going to read next.

READER: Florida, My Florida. Down in Florida, the sun shines bright
And the children go barefoot in the wintertime.
Oranges grow on trees like golden balls;
Strawberries grow in rows and children kneel to pick them.

LIBRARIAN: What's that?

READER: A poem, from Florida, My Florida.

LIBRARIAN: You read poetry?

READER: You'd better believe it! Come on, read one with me. Let's let the kides help, too.

LIBRARIAN: All right. Here are two poems already typed out *(pass out poems)*, we'll read them as a group. *(Divide rooms into appropriate groups--rehearse a little--read one poem, then rehearse second and read it)*

If I Can't Sleep, I Do This

John Bailey

Group 1
I lie on my stomach,

Group 2
I lie on my back,

Division 1
I draw my knees up to my chin

Solo 1
I stretch both my feet,

Solo 2
I straighten the sheet,

All
And then once again I begin;

Group 3
I lie on my stomach,

Group 4
I lie on my back,

Division 2
I lie on my left side and right;

Solo 3
I stretch both my feet,

Solo 4
I straighten the sheet. . .

All
Well, this sometimes continues all night.

Sand
Richard Armour

Group 1
Sand beside the sea is pretty,

Division 1
But in between your teeth is gritty.

Group 2
Sand is soft on joints and sockets,

Division 2
But fills your trouser cuffs and pockets.

Group 3
Sand is nice, there is no doubt of it,

Solo
But once in hair, just won't get out of it.

Group 4
Sand would really be just dandy,

All
If only it weren't quite so sandy.

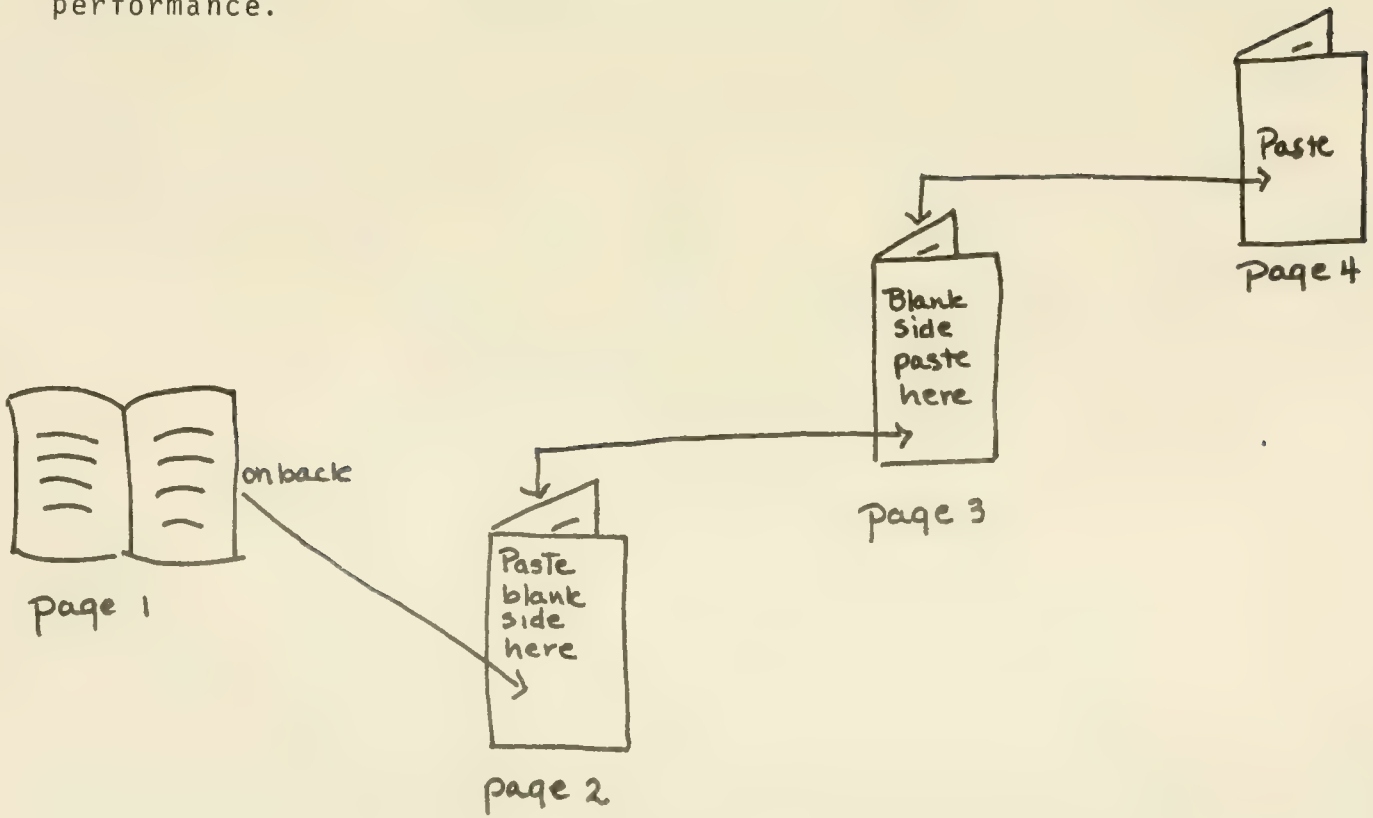
READER: Well, I could go on all day. Reading and laughing and playing and reading. But I gotta go.

LIBRARIAN: Where're you going, Reader?

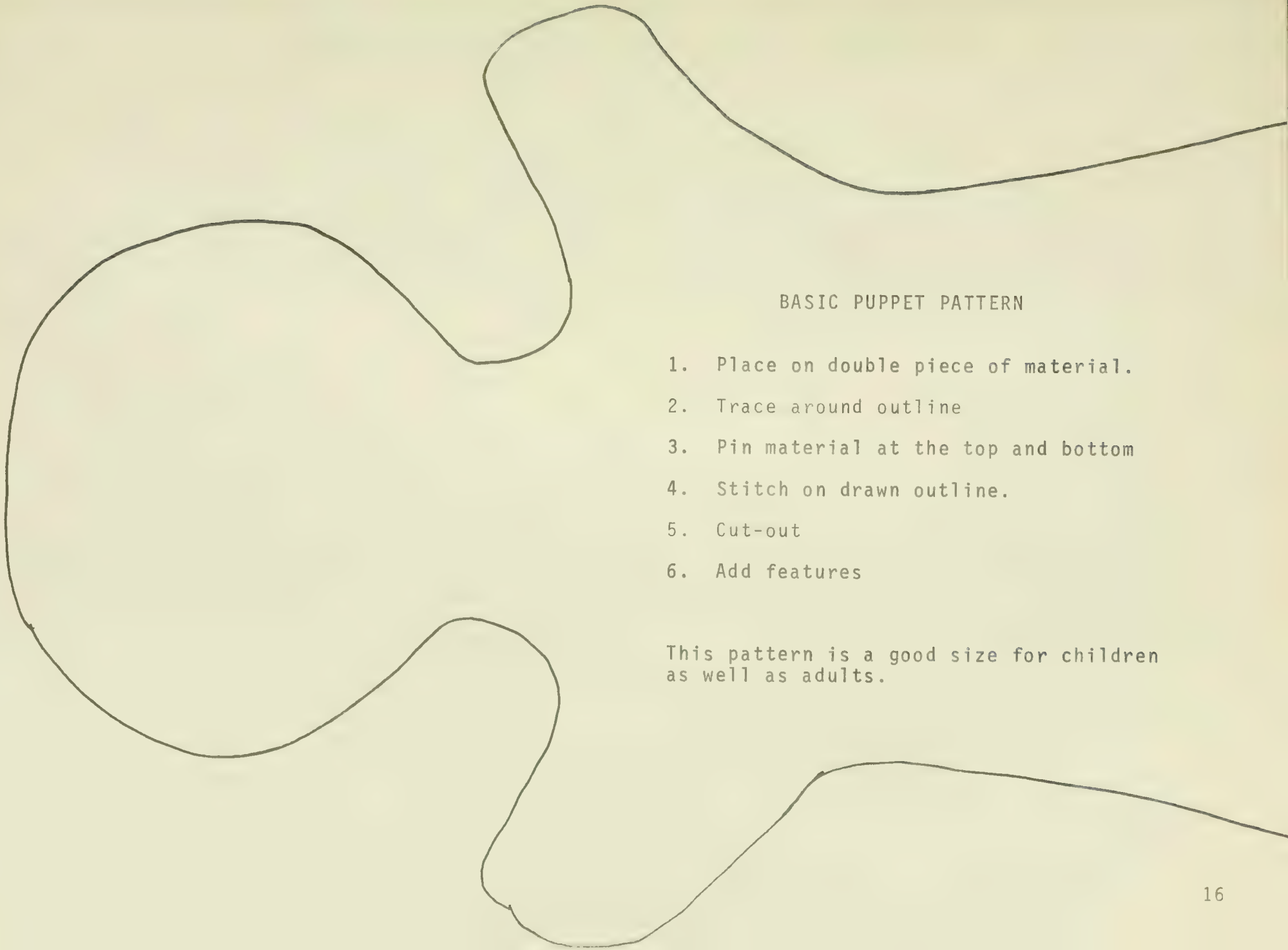
READER: To the beach, to the mountains, to the city, to the country, to the LIBRARY. Follow me!

LIBRARIAN: Come on kids, Follow the Reader. Bye now. *Waves good bye (leaves).*

Assemble script for Puppet into book form--
from which you and Puppet can read during
performance.



Fold every page in the middle--one half of the back of page 2 pastes to one half of the back of page 1--other half of the back page 2 pastes on back of one half of page 3 and so on.



BASIC PUPPET PATTERN

1. Place on double piece of material.
2. Trace around outline
3. Pin material at the top and bottom
4. Stitch on drawn outline.
5. Cut-out
6. Add features

This pattern is a good size for children as well as adults.

PROGRAM

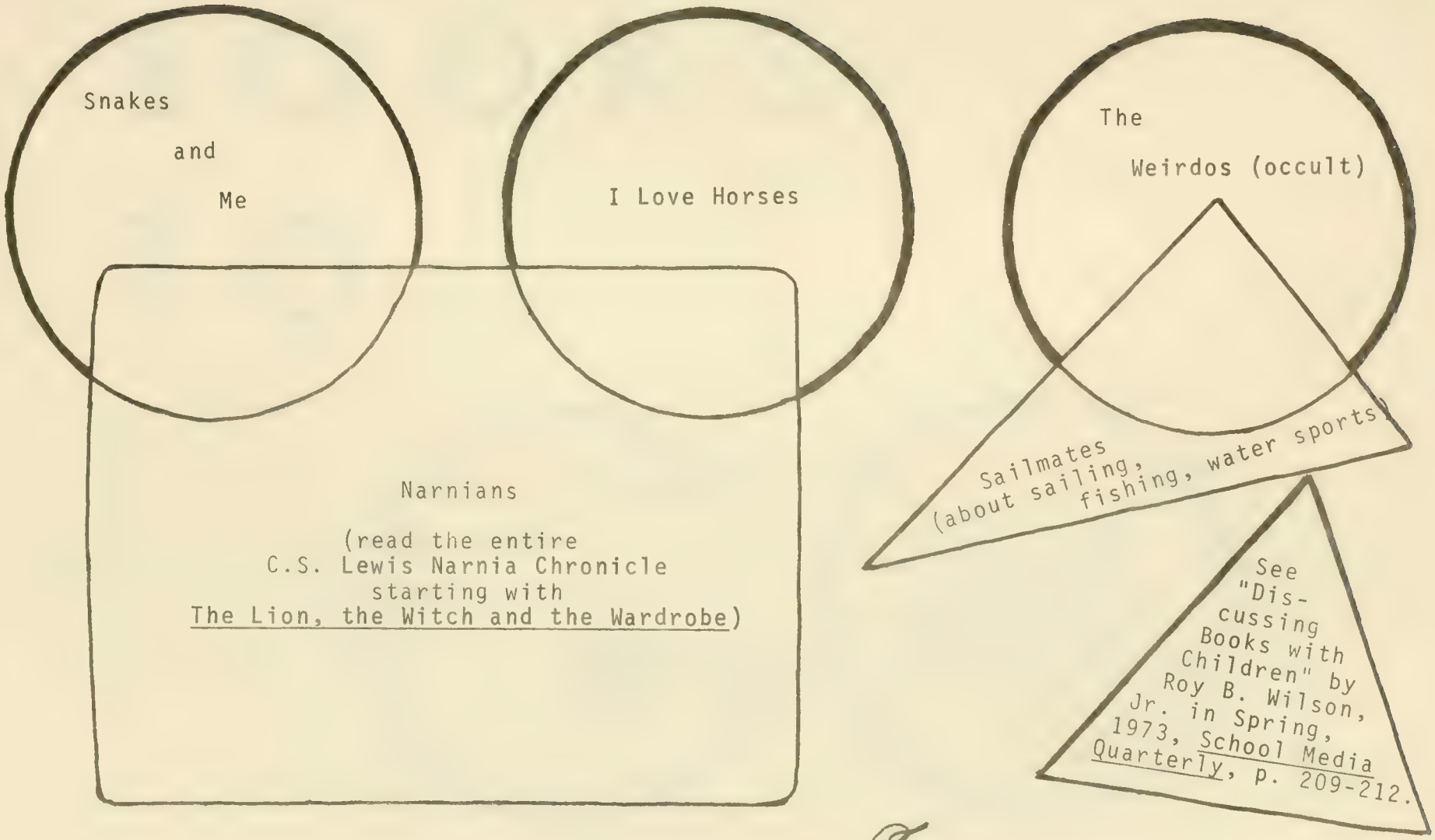
Your program need not be elaborate, but a few library-centered activities will increase excitement plus your own interest and enthusiasm will be contagious, too.

Give children (one, two or a small team) a tape recorder and ask selected adults what some of their favorite books are. What their favorite books were as a child. Why they like them. Ask them if they ever read aloud to their children. Or other questions which might be worked out in a group.

Have a table, rack or shelf for original work if children with materials offered for circulation.

Bellvue, Washington had a pre-school story hour scheduled at 6:30 p.m. It was well-attended by fathers.

Have a family library program in the park with films, music and a push-cart full of books to check out on the way home.


Snakes
and
Me
I Love Horses
The
Weirdos (occult)
Narnians
(read the entire
C.S. Lewis Narnia Chronicle
starting with
The Lion, the Witch and the Wardrobe)
Sailmates
(about sailing,
fishing, water sports)
See
"Dis-
cussing
Books with
Children" by
Roy B. Wilson,
Jr. in Spring,
1973, School Media
Quarterly, p. 209-212.

BOOKS TO GO

Patron may call the library and ask the children's librarian for books to pick up on his lunch hour or on his way home.

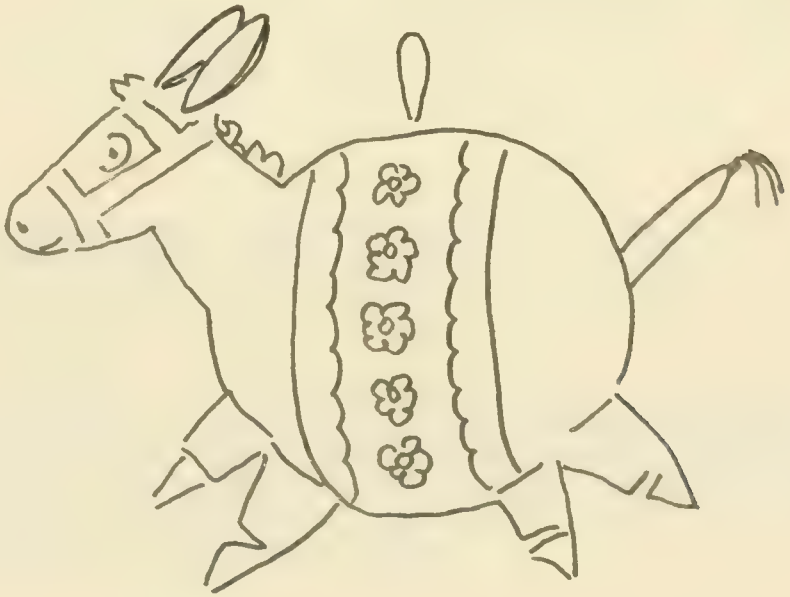
A Reader Puppet introduces stories at story time. Children take turns interrupting it and put it away when stories are over. (This is the same Reader who went with you to the schools to talk about the Summer Reading Program.)

Get Adult Services to cooperate with you once or twice during the summer with programs for adults. e.g., Books for the Pre-School Child or Reading Aloud. . .Books That Can Bridge the Generation Gap.

For an end of the summer program, let a group make a pinata.

See Pinatas by Virginia Brock, Abingdon Press, 1966 for directions.

Fill the pinata with slips of paper, some blank and some containing the titles of books. Those finding the slips with titles will receive copies of the book. (This would be a good idea for disadvantaged groups.) Hang the pinata where it can be seen and talked about as it awaits the Grand Day.



Call it a Literate Pinata. You'll be teaching a lot of kids a new word, as well as creating suspense for the day when it's broken.

RIGHT TO READ

Reading deficiency is a problem which should be attacked from many fronts and indeed requires the concerted efforts of both the private and public sectors of every community.

Helps for the Poor Reader--

Have organizers on tape cassettes for a number of high interest books, and have multiple copies of the books. Organizers are rather like summaries in that they organize the main points of the material - mark the highlights - children listen to them ahead of time. It has been found that this tends to increase the probability of a reader having a pleasurable experience.

Institute a tutor training workshop with the help of local educators and have a summer Right-to-Read tutoring program. Not necessarily in the library, there may be better sites closer to the children you're trying to reach.
Here is one example:

Washington County. Operation TALK (Teach a Little Kid) will take place at the Percy Library in Greenville from June 25 to August 3. It is a free tutoring program for third and fourth graders with reading difficulties and it represents a cooperative effort of the Washington County Library System which furnishes facilities and materials, and the Catholic Youth Organization, which provides the volunteer tutors.

Children can serve as researchers. Give them a tape recorder and ask them to talk to parents, teachers and older people about books and reading and the importance of both--then they can put what they have learned into a newspaper.

Let the children write their own books, about who they are and how they feel. As Margaret Warren says, "Once you've made a book of your own, you're not afraid of books anymore."

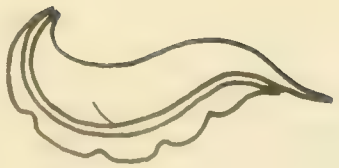
Write for a copy of Look at Me published by the Dallas Public Library.

Address: Margaret Warren
Community Education Coordinator
Dallas Public Library
1954 Commerce Street
Dallas, Texas 75201

Service to the Disadvantaged Child--

You will be hearing about the statewide Sharing Literature With Children Program. Please write to us at the State Library for information.

In addition, conduct some story hours yourself for three years olds- using a series of concept books along with your stories.



DISPLAY

DISPLAY

Post a weekly question and answer. . .or two. . .or three with the books available for check out that will give the answers.

For example:

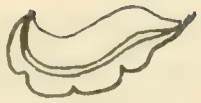
Q. What would be a pronghorn antelope's chances of exceeding the speedlimit on the major U.S. highways?

A. Ticket that pronghorn! According to Pronghorn on the Powder River by Berniece Freschet, pronghorms have been clocked at 60 mph.

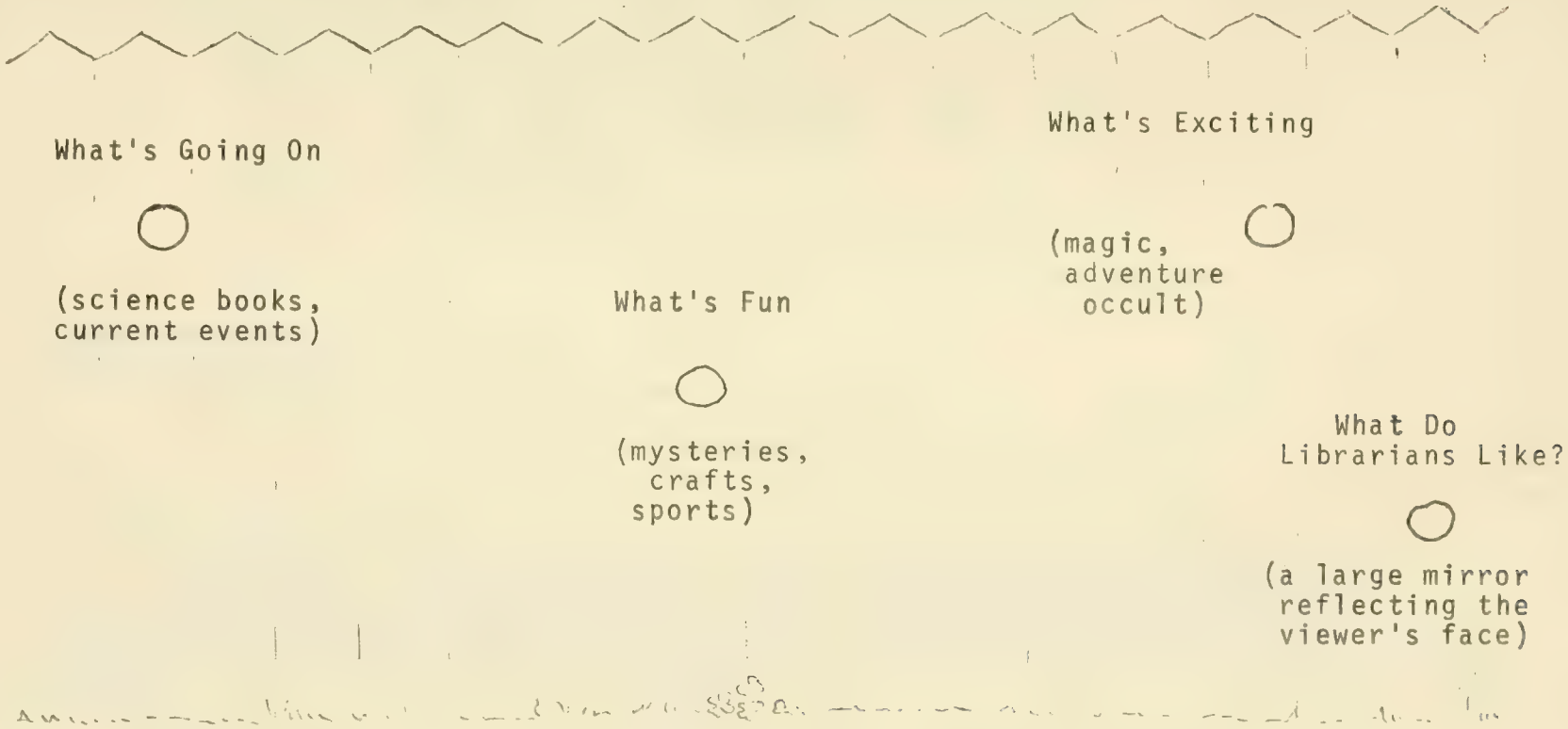
OR

Q. Fill a glass of water to the very brim. How many pennies can you drop in before the water begins to spill over?

A. We think you'll be surprised to learn just how many, but to give you a hint, better have your whole piggy bank with you! This experiment and others are in The New Water Book by Melvin Berger.



Have a simulated board fence with peep holes at different levels for children to look through. Label the peep holes different things. Suggestions:



Behind each hole have an enclosed display containing books relevant to the exterior title, and a sign saying, "see the librarian if you want to check out one of these books." When the child requests a book, the librarian gives it to him, immediately replacing it with another title from a pre-selected stock.

Have a grafitti sheet inviting comments on a number of subjects--such as:

What is the best book you ever read and why? (It may be interesting to have people sign their name to this.)

How do you feel about school?

Do you think grown-ups understand children?

What I like to do best.

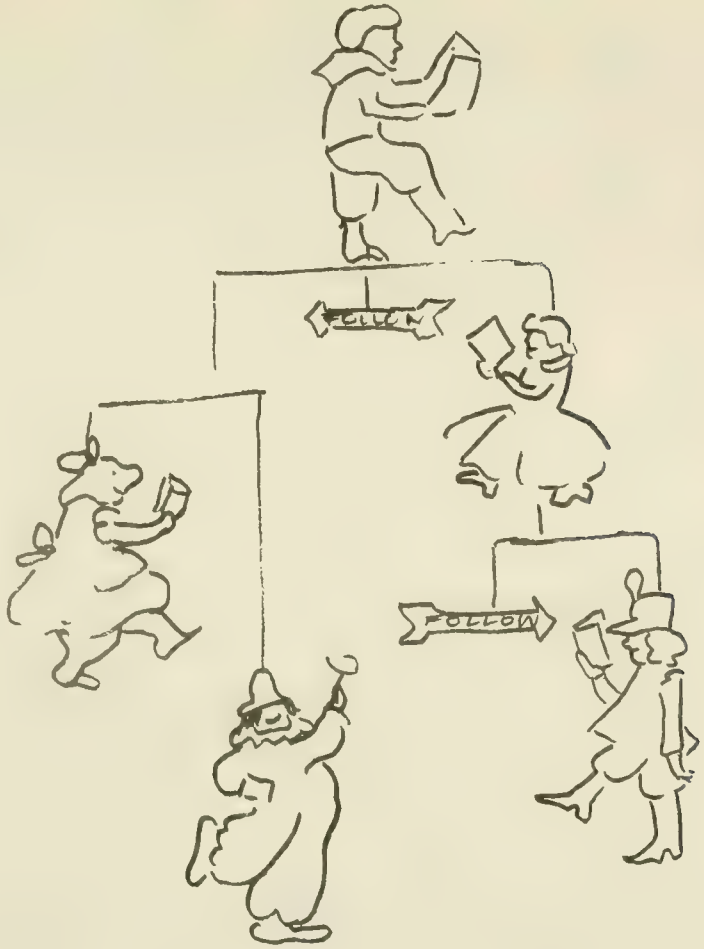
Reading Menagerie--

Display stuffed animals - each with a book.

Create a Reader--

For every book read during the Summer Reading Program let each child draw some detail on a Giant Reader. First it will be major things like a head, a torso, but finally it will progress to fingernails, eyelashes, polka dots, stripes, buttons--any one thing that can be added. Have colored pens.

MAKE A MOBILE FROM THE DIVIDERS IN YOUR MANUAL.

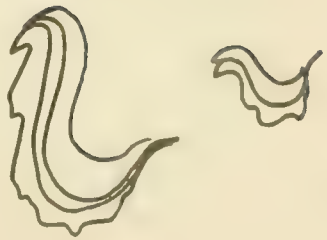


See Mobiles written and illustrated by Harry Zarchy, World Publishing Co., 1966.

GAMES AND PUZZLES

The following games and puzzles are for use as give-aways during the course of your Summer Reading Program.

There are five separate sheets plus answers, which may be reproduced by you in any way you see fit.



FIND THE ANIMALS

The names of 30 animals can be found among the letters in the puzzle. They can be read forward, backward, diagonally, up or down. Draw a ring around each one as you find it and check the list to see how well you know your animals.

****

T	A	C	E	L	K	E	N	I	P	U	C	R	O	P
H	I	P	P	O	P	O	T	A	M	U	S	C	T	O
W	O	C	C	O	Y	O	T	E	G	H	N	O	I	L
O	L	T	D	L	H	U	K	R	A	V	D	R	A	A
L	E	A	N	O	O	B	A	B	Z	M	D	E	E	R
F	R	B	W	X	R	A	W	M	U	L	E	E	G	B
A	R	B	E	Z	S	I	P	S	K	F	O	X	P	E
T	I	B	E	X	E	X	S	E	K	O	F	P	U	A
A	U	R	A	C	C	O	O	N	J	U	A	A	I	R
O	Q	U	T	D	P	R	E	G	I	T	N	L	L	G
G	S	E	L	O	G	A	Z	E	L	L	E	K	A	O

aardvark
ape
baboon
bat
buffalo
cat
cow
coyote
deer
elk
fox
gazelle
goat
hippopotamus
horse
ibex
koala
lion
mule
opossum
ox
pig
polar bear
porcupine
raccoon
skunk
squirrel
tiger
wolf
zebra

****

BRAIN TWISTERS

1. Herman the Bold was in trouble. He had betrayed King Rudolph III of Marania and must now be put to death. But because Herman had been a faithful servant up to this time, King Rudolph felt it would be sporting to give him a choice of how he should die. "You may make one statement," Herman was informed. "If your statement is true, you shall be hanged; if false, you shall be beheaded." After Herman's statement, however, the king had no choice but to set him free. What did Herman say?

2. How many 9's are there between 1 and 100?

3. If I have $5,000 and I spend half of it today and half of the remainder each following day, in how many days will I be flat broke?

4. Can you read this?

Stand	Take	2	Taking
I	U	Throw	My

ANSWERS TO BRAIN TWISTERS

1. "I'll die beheaded," was his reply. If this statement is true, he will be hanged. But this would contradict his statement making it false. If his original statement is false he will be beheaded. But this will make his statement true. Thus, there is no way his answer can satisfy the condition set by the king.

2. 19

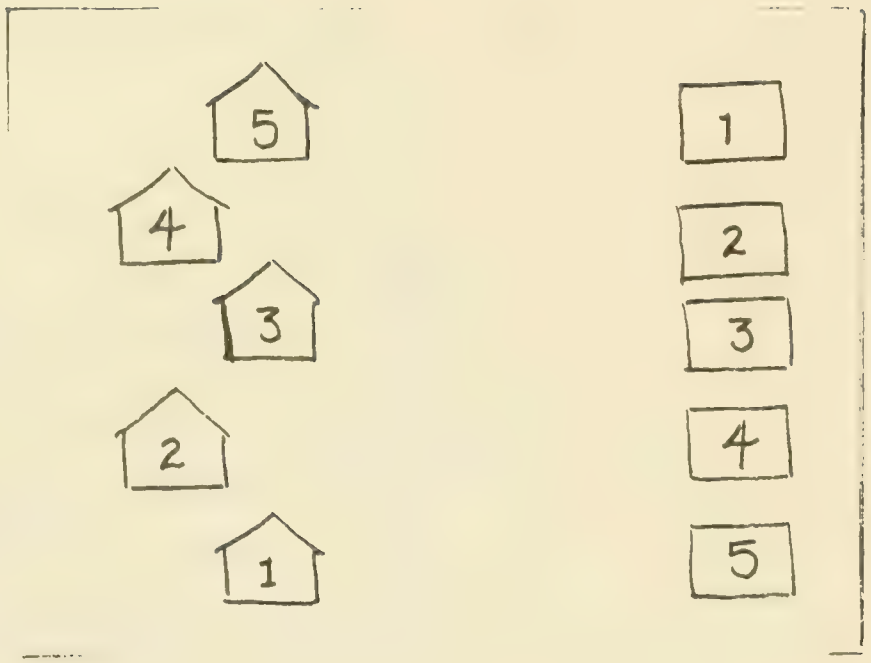
3. Consider the expenditures:

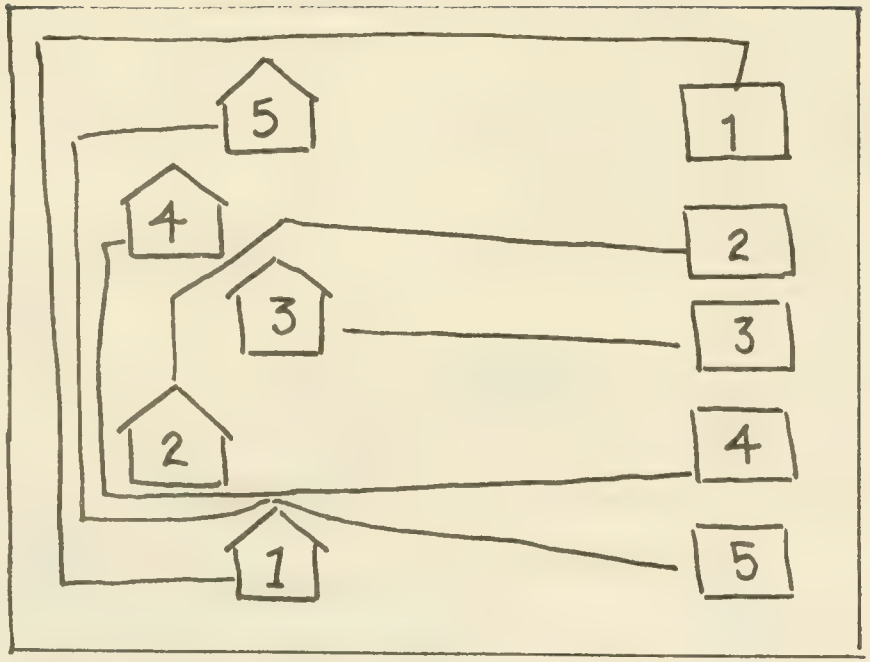
1st Day	$2,500.00
2nd Day	1,250.00
3rd Day	625.00
4th Day	312.50
5th Day	156.25

At this point, I am unable to take half of the remainder so I will always have some money!

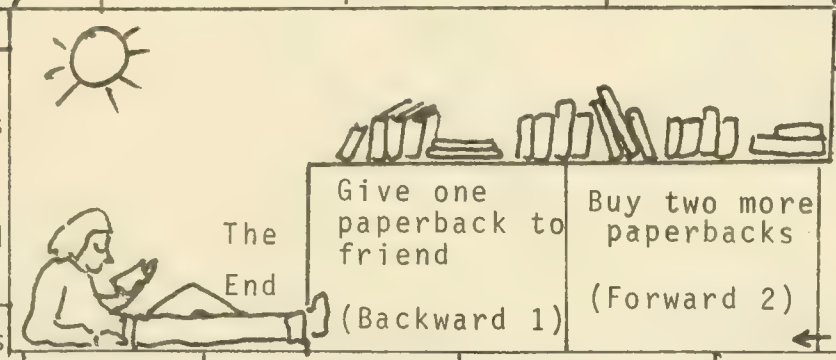
4. I understand you undertake to overthrow my undertaking.

Each of the five occupants of these five houses is very unfriendly with his neighbors. However, each must have a path to his garage. The owner of House No. 1 owns Garage No. 1, the owner of House No. 2 owns Garage No. 2, etc. To avoid unnecessary problems, each occupant has agreed to build a path from his house to his garage without crossing the path of any of his neighbors. How can this be accomplished without any path going out of the enclosed block or crossing in front of any garage?




5
4
3
2
1
1
2
3
4
5

FOLLOW THE READER

Home Begin	Traveling to library on bike	Flat tire Go Home	Stop at Park	Find one paperback book in park (Forward 1)	Buy two books in bookstore (Forward 2)	Rest on steps of library
Find two books on states you are going to visit	Drop one book in library pond accidentally (Backward 1)	Relax in Garden	Notice Unusual Plant	Find two books on plants (Forward 2)	Go Back to Park	Friend gives you his favorite book to read (Forward 1)
(Forward 2)	Check out three books (Forward 3)	Check out one book (Forward 1)	Friend tells you he lost his dog	Go back to place where you petted dog	Lose one more book (Back-ward 1)	Catch a Chameleon
Teacher hands you her favorite book (Forward 1)	Return two books to library (Backward 2)				Rest because you are tired	Open Library Doors
See teacher from last school year	Dog chews up one book (Backward 1)	Stop to pet a dog	Friend gives you two books (Forward 2)	Give favorite book to friend (Backward 1)	Meet Another Friend	Get water all over clothes Go Home
Give one book to friend (Backward 1)	Lose one book behind chair (Backward 1)	Meet best friends	Find one book on sports (Forward 1)	Find two books on hobby (Forward 2)	Use card catalog	Get help from librarian

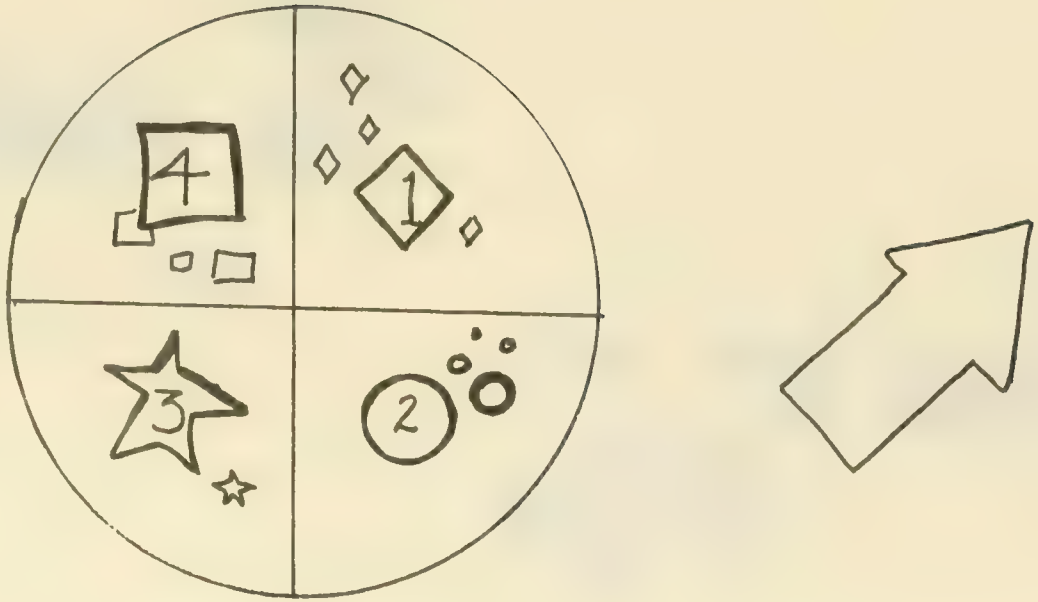
The End

Give one paperback to friend (Backward 1)

Buy two more paperbacks
(Forward 2)

Get drink at water fountain

Bump head on door and
Go
Home

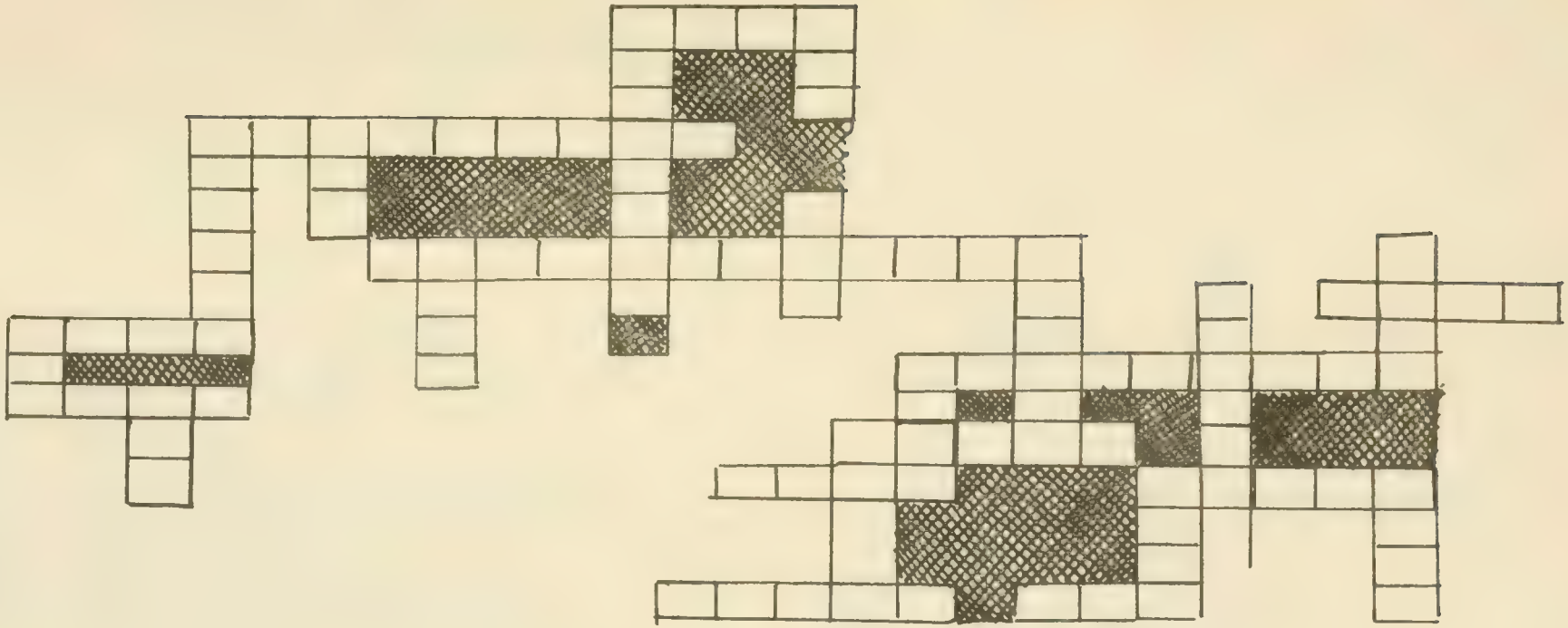


Spinner

Connect the arrow and the circle with roundhead brass paper fastener.
In the game on preceding page, use buttons, or colored paper disks for tokens. Move the number of spaces indicated on spinner. The first one to the center wins.

Game by Michael Nugent

FAVORITE BOOKS



ACROSS

1. My ____ of the Mountain
3. Witch of _____ Pond
6. _____ Brown: Boy Detective
10. _____ It Courage
12. Stone _____
13. Little _____ on the Prairie
15. Charlie and the _____ Factory
16. _____ of Chincoteague
17. Thing at the _____ of the Bed
18. Lemonade _____
20. Henry and the _____ Route
21. One Hundred and ____ Dalmations

DOWN

1. Adventures of _____ Holmes
2. Enormous _____
3. From the Mixed up Files of Mrs. _____ E. Frankweiler
4. _____ of a Kind Family
5. Harriet the _____
7. Mrs. Frisby and the Rats of _____
8. Borrower's _____
9. Lassie _____ Home
10. Mystery of the Fat _____
11. Helen _____ Story
14. Charlotte's ____
15. Chitty _____-ty Bang Bang
16. Honk the _____
18. Wrinkle in _____
19. Bed-_____ and Broomstick

FAVORITE BOOKS CROSSWORD PUZZLE

ANSWERS

ACROSS

1. My Side of the Mountain
3. Witch of Blackbird Pond
6. Encyclopedia Brown: Boy Detective
10. Call it Courage
12. Stone Soup
13. Little Town on the Prairie
15. Charlie and the Chocolate Factory
16. Misty of Chincoteague
17. Thing at the Foot of the Bed
18. Lemonade Trick
20. Henry and the Paper Route
21. One Hundred and One Dalmations

DOWN

1. Adventures of Sherlock Holmes
2. Enormous Egg
3. From the Mixed up Files of Mrs. Basil E. Frankweiler
4. All of a Kind Family
5. Harriet the Spy
7. Mrs. Frisby and the Rats of NIMH
8. Borrower's Afloat
9. Lassie Come Home
10. Mystery of the Fat Cat
11. Helen Keller Story
14. Charlotte's Web
15. Chitty Chit-ty Bang Bang
16. Honk the Moose
18. Wrinkle in Time
19. Bed-Knob and Broomstick

EVALUATION

CHECKLIST BEFORE YOU BEGIN THE PROGRAM

How many children do you estimate serving? _____

How many weeks will your program last? _____

Publicity

Will you use newspapers?

Will you use TV?

Will you use radio?

Will you distribute bookmarks in the school?

What about posters?

Program

Will you have a beginning program?

A special finale?

Story hours?

Picture book hours?

Spontaneous read alouds?

Film program?

How will you use the Games and Puzzles?

Do you have a SRP calendar for spring planning as well as summer program?

Display

What special materials do you need?

Help

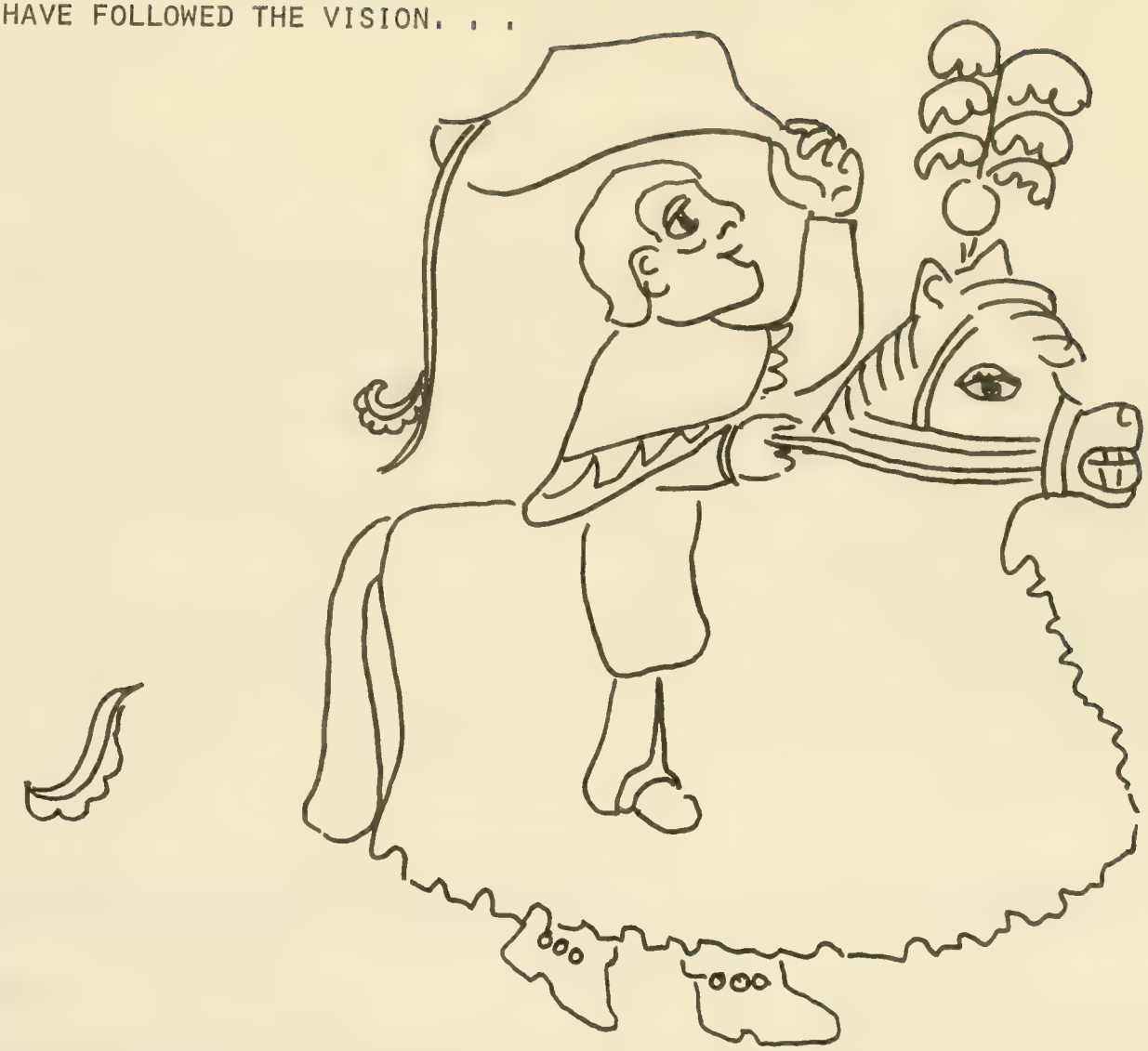
Who can you enlist to help you?

What can they do?

Your own questions and additions:

SUMMER IS OVER

YOU HAVE FOLLOWED THE VISION. . .



AND LEFT A LITTLE BIT OF YOURSELF ALONG THE WAY.

1974 SUMMER EVALUATION QUESTIONNAIRE

FOR

FOLLOW THE READER

NAME OF LIBRARY _____

ADDRESS OF LIBRARY _____

_____

I. Name and title of person in charge of Follow the Reader. _____

_____

II. Statistics:

There are approximately _____ children in our service area.

We reached approximately _____ children with our Summer Reading Program.

Program lasted _____ weeks.

III. Program:

Did you perform any services outside of the children's department for the Summer Reading Program? Yes _____ No _____

Where:

Playgrounds
Recreation Centers
Schools
Churches
Other

Type of Program

Tutoring
Storytelling
Films
Discussion Groups
Other

Do you think this increased the number of children participating in the program?
_____Yes _____No (If yes, by what percentage? _____)

Did you use additional help for the Summer Reading Program other than your normal staff?

Explain:

Do you have any comments about trying to reach children in the community who do not normally use the public library?

IV. Materials and Operation:

A. Did the materials meet your standards as to quality?
_____Yes _____No

B. Have you any suggestions for improving the materials?

_____

_____

C. Were the methods suggested for operation sufficiently simple and adaptable for your library? _____Yes _____No
Comments: _____

_____

_____

V. And, in conclusion:

A. Were you satisfied in general with using this program, getting materials from a central source, etc.?
_____Yes _____No _____In Part

B. Would you like the State Library to plan for a similar program in 1975?
_____Yes _____No

Any changes you would like to see made?

_____

_____

_____

Please return this evaluation by September 10, 1974, to:

Betty Davis Miller
Florida State Library
Supreme Court Building
Tallahassee, Florida 32304